

高级英语 阅读教程

黄次栋 唐力行 主编

(上册)



外教社

上海外语教育出版社

高级英语

阅读教程

AN ADVANCED ENGLISH READER
Developing Reading Comprehension Skills

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前 言

一、对象与目的:

本教程旨在通过课文阅读分析及理解,技巧的传授与操练等帮助读者掌握阅读技巧、扩大词汇量、提高理解能力,加快阅读速度。它适用于通过专业英语四级考试或大学英语六级考试的读者;也适用于与此英语程度相当的涉外英语工作者、中小学英语教师、社会自学人士;也可作专业英语高年级学生培养技巧及能力、或准备专业英语八级考试的教材或教学参考书。

二、特点:

阅读作为一种技能是语言交际中一种有目的的手段。大量的阅读目的在于收集信息。信息的内容是多样的,因而阅读的技巧也是多样的,如:

技巧	目的
略读 skimming	了解中心思想
快读 scanning	寻找已知信息
查询 search-reading	寻找未知信息
感受性阅读 receptive reading	发掘作者的意图
响应性阅读 response reading	琢磨作者的意图
反思性阅读 reflexive reading	强调读者的主动性、主动进行思考

从应用的角度看,阅读的内容均以交际功能反映,让读者在学习过程中经过启发及操练,掌握和熟练运用这些技巧,达到各种阅读目的。本教程涵盖的阅读技能以上述六项大题为主,辅以预测(anticipation),猜测(guessing),推理(making inferences)等以及达到此六项技巧所必需的语言知识如构词法、文体结构、修辞手段及比喻用法等。

内容的编选及安排适合于交际教学的路子:带着问题有目的地采用相应的技巧阅读课文。通过阅读汲取信息、克服信息差、解决阅读问题。在语言训练上将汲取的信息转化为说、写技能训练的信息输入,将视觉的信息码转化为说、写的语词码,并达到视读与音频的统一,阅读与说写技能的统一,同时在此过程中也提高了解决实际问题的能力。

三、教学内容:

根据阅读目的将教学内容分为三类:

1. 为汲取信息而预读:

提供课文及预读问题,使读者带着问题读找信息答案。

提供课文注释,帮助读者消除障碍。

提供字、语、句的结构知识,提高读者认字、辨字、猜字及用字能力,扩大词汇量,提高阅

读速度。

提供谋篇布局、修辞文体、比喻手段等知识,提高读者理解力。

2. 为求阅读效果、掌握及扩大汲取信息而重读:

以 Text A 课文为重点,带着课文后的问题重读,读者自检理解力。在语言训练上利用课文提供的内容及问题进行口、笔头讨论。通过各种形式的练习提高读者语言素质,促进阅读能力的发展。

3. 为熟练运用具体的阅读技巧而三读:

以 Text B 课文为重点,结合所讨论的技巧在阅读中运用。

四、练习及参考答案:

本教程内容丰富、练习多样。全书上、下册各十二课,每课含课文 A 与 B 二篇。每课提出一个具体的阅读目的及技巧,通过阅读、讨论、写作等途径予以认识、操练、掌握。形式多样的练习旨在提高读者运用语言的实际能力及语言素质。练习类型密切结合专业英语及大学英语的高层次级别考试,有助于读者应试。

书后附有练习题参考答案供读者自学之用。在校读者亦可藉此参考。在课堂教学中对各种问答题形式的练习不必拘泥于寻求“标准答案”;在语言训练上根本目的在于实践。过程是重要的,结论并不是唯一的目的。

五、编著者:

本教程由黄次栋、唐力行主编;他们悉心制订了编写的目的、原则及内容要求并编选了课文。此外,按顺序叶华年编写了注释、修辞文体、比喻手段和篇章结构;黄次栋编写了望文生义与阅读理解练习;何尚宜编写了词汇及结构练习;苏承志编写了完形填空练习;蒋美陆编写了改错和翻译练习;程兴华和蔡龙泉编写了阅读技巧及 Text B 的练习。严云在编写的初期参加了部分选材工作。

上海师范大学外语学院为了支持本教程的编写工作成立了由顾大禧、周忠杰、叶华年、姚祝英组成的编委会。该学院的资料室及打字室的工作人员均给予了极大的帮助。学院的专业英语三年级的全体教师与学生前后三年对本教程进行了试用,在校美国专家、纽约市立大学巴洛克学院教授 Marta Martino 博士也仔细校阅了全稿;他们对本书都提出过宝贵的意见。编著者谨此向他们表示深切的谢意。

编著者

1998 年 4 月

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LESSON ONE

COMMUNICATIVE FUNCTION: Reviewing

The present text is a short review of a report. It summarizes and offers a reaction to the report. Its emphasis falls on those aspects of the report which are as a rule contained explicitly either in the title or in the opening paragraph.

PREVIEW

Go through the following guiding questions and notes before you actually read the Text A passage.

1. Guiding Statements and Questions

The following may function as guiding statements when you read the Text A passage if they are properly completed or chosen.

- 1) The theme of the passage is _____.
- 2) Unesco refers to an organization under the United Nations that is concerned with e _____, s _____ and c _____.
- 3) One of the changes in education may be that it begins at the preschool stage and ends at _____ of one's life.
- 4) The ideal of this new type of lifelong education is, according to the writer, likely/unlikely to become real.
- 5) The other striking point in the report presupposes that youth likes/does not like present-day education.
- 6) Is the author's attitude towards educational systems negative or positive? Why do you say so?
- 7) What about the present situation in education?
- 8) What does the Commission suggest is to be done about the situation?
- 9) The text says at the end that in the Commission's view, the trend must be towards the "learning society." Explain the term.
- 10) What is the purpose of the author?

2. Notes

- 1) The title: Blueprint refers to a process of photographic printing, used chiefly in copying architectural and mechanical drawing, which produces a white line on a blue background, and a blueprint means a print made by this process for the manufacture of machines or construction of buildings.

Figuratively a blueprint is a detailed outline or a carefully designed plan, as in "a blueprint for a better world" and "a blueprint for the new sales campaign". A blueprint for a "Learning Society" may well mean a hypothetical plan for a future society in which learning becomes a natural habit and a lifelong necessity, and education changes greatly from what it is now.

- 2) Unesco: United Nations Educational, Scientific, and Cultural Organization.
- 3) the bane of every student's existence: the cause of misery, anxiety and trouble in every student's life. "Bane" means something or someone that causes worry, trouble, or ruin; it is often used in the phrase "the bane of one's life/existence".
- 4) Fixed subjects and curricula are likely to go into the melting pot: Conventional subjects and curricula will probably be altered greatly and mixed to form a new integrated kind of education to meet the needs of a learning society. A melting pot is a container in which metals or other substances are melted or fused. Figuratively it refers to a country, a place or a situation in which different peoples, ideas or things blend together to form a new whole. In this sense America is often said to be the big melting pot of immigrants of different races and cultures. "To go into the melting pot" is to undergo a complete change.
- 5) to end up as a straitjacket: to result in being restrictive and binding and preventing man from learning freely and initiatively. A straitjacket (also straightjacket) is a long-sleeved jacketlike garment used to bind the arms tightly against the body as a means of restraining a violent patient or prisoner.
- 6) He will no longer be relegated for life to the ghetto of his own failure: He will not be reduced to a low, obscure position all his life because of his failure as he will have other chances. "Relegate" means to put into a lower or worse position; "ghetto" is a section of a city, especially a thickly populated slum area inhabited by people who are underprivileged and discriminated against.

TEXT A: Blueprint for a "Learning Society"

By Antony Brock

If an international commission which has reported to Unesco is right, education throughout the world is likely to change out of recognition in the next generation.

To begin with, education will start much earlier as the importance of preschool education is more widely recognized; then it will never end, for the signs are that the concept of lifelong education, already an ideal, is about to become a practical reality. Examinations, the bane of every student's existence, may wither away, for they will be meaningless to people who are learning at their own pace. Fixed subjects and curricula are likely to go into the melting pot and schools themselves, if not as physical locations then at least as places exclusively for children, are threatened with extinction.

Above all, spirit and aims will change: the emphasis will be on learning, not teaching, and education's products will not be measured in terms of so much knowledge dispensed but of completely developed human beings.

The International Commission on the Development of Education which arrived at these conclusions

was called on to make proposals that would help governments work out strategies to meet their own educational situations.

The commission drew on educational experience throughout the world. Furthermore, the composition of the seven-man commission — which included members from France, Syria, the People's Republic of Congo, Russia, Chile, Iran and the United States — makes the fact that they were able to reach wide agreement remarkable and compelling.

For the ordinary reader, two things are perhaps particularly striking in the commission's report: its understanding — and even acceptance — of the reasons for youth's rebellion against present-day education; its belief that lifelong education is not just a theory but already a fact which educational systems should take account of to help cope in a changing world where the quantity of knowledge increases faster than individuals can keep pace with, and where, in some countries, half the working population are in jobs that did not exist at the beginning of this century.

Striking, too, is the commission's analysis of what education has been and is now: in other words, its diagnosis of what is wrong with it. In the commission's view, man is a learning animal. Learning is both natural and necessary to him, but the systems he has set up have all had a tendency to set out to be a system and to end up as a straitjacket.

Why? Because the tradition they were established to pass on became a dead weight, because school became an institution instead of an approach to life, because there was too much emphasis on the written word, too much subject-division, too much authoritarianism — in a word, too much school and not enough learning.

The present situation, the commission finds, is paradoxical. There has never been so much demand for education (between 1960 and 1968, the total number of school-age children in the world increased by 20 per cent); and there has never been so much dissatisfaction with, and rejection of, education by the young. Never before has so much education been provided, but never has society so widely rejected the product of institutionalized education, as the increased rate of educated unemployed in many countries goes to show.

What is to be done about the situation? The commission does not lay down ground rules for the educational systems of the world. But it does suggest guidelines, and from its considerations of the possible strategies to be adopted a number of watchwords for educational reform emerge. Among these are democracy, flexibility and continuity.

The move towards democracy in schooling has several causes, including the general demand for qualified labor to meet the demands of stepped-up technology. In some countries ideology is behind the move, in others, the consequences of decolonization. In some cases the spur is even the fear of social unrest. But the report points out that there is a wide gap between a decision of principle to provide universal education and the democratization of the systems, for, as they are currently structured, inequality is built into them. "The universal right to education, in which contemporary civilization takes such premature pride," says the commission, "is often refused to the most underprivileged."

Nutrition, family background and factors like housing all play a role in success at school. Throughout the world, the disparities between social classes are strikingly reflected in university enrollments.

Merely multiplying schools is not the answer. What is needed is not equal treatment for everybody, but provision for each individual of a suitable education at a suitable pace for his particular needs.

Real solutions to the problems of inequality can only be found in a sweeping re-organization on the lines of permanent, lifelong education, for "once education becomes continual, ideas as to what constitutes success and failure will change." An individual who fails at a given age and level in the course of his educational career will have other opportunities. He will no longer be relegated for life to the ghetto of his own failure.

"Human beings, consciously or not, keep on learning and training themselves throughout their lives, above all through the influence of their environment."

Recognition of this should bring revolutionary consequences; not the extension of school by evening classes but the integration of child and adult education; not the occasional use of television to supply the lacks of schooling but whole-hearted employment of media which already teach as much and more as lessons. Education "first helps the child to live his own life as he deserves to do, but its essential mission is to prepare the future adult for various forms of autonomy and self-learning." Schools, insofar as they continue to exist as we have known them, cease, under this system, to be reserved to children and become places of learning for future and present adults. Pupils cease to regard learning as the acquisition of a certain quantity of knowledge within a certain time; teachers cease to be time-keepers and progress-chasers and become channels through which pupils can get at the knowledge they need.

Flexibility, the third characteristic of the education of the future, is obviously necessary if lifelong education is to work. As the divisions between subjects are eroded by advances in knowledge, curricula will have to change to meet specific needs — grown-ups who want to turn to, say, radio engineering will not necessarily have the time to plow through the whole syllabus of heat and light before they come to sound.

In any case, says the report, flexibility is required by modern conditions. "At the rate technology is advancing, many people during the course of their working life will hold several jobs or frequently change their place of work. ... Education rarely equips the individual for adapting to change, to the unknown. The world has not yet widely accepted the principle of a general polytechnical education at secondary level — an education which would guarantee professional mobility and lead to lifelong education." Yet such an education has given positive results where it has been tried.

Consideration of new techniques occupies a substantial portion of the report. For the first time since the textbook, the exercise book and the blackboard were invented, the "hardware" of the teaching trade has been substantially increased by a wide range of audiovisual aids, closed-circuit TV and computers.

The focus of all the innovations of the last ten years is significantly the same: on self-education, on learning, not teaching.

This being so, the commission believes that the school "will be less and less in a position to claim the educational functions in society as its special prerogative. All sectors — public administration, industry, communications, transport — must take part in promoting education." In the commission's view, the trend must be towards the "learning society."